DOCUMENT RESUME

ED 290 298 EC 201 761

AUTHOR Dee, Margaret S.
TITLE Program Standards for Gifted and Talented Education in the State of Delaware.
INSTITUTION Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
PUB DATE Jun 86
NOTE 30p.
AVAILABLE FROM Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover DE (microfiche, document no. 95-01/86/06/01).
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Achievement Tests; Aptitude Tests; Community Resources; Curriculum Development; *Educational Planning; *Educational Policy; Elementary Secondary Education; *Gifted; Inservice Teacher Education; Screening Tests; State Departments of Education; *State Standards; *Talent
IDENTIFIERS *Delaware

ABSTRACT

This document historically reviews the development of the gifted and talented program in Delaware's Department of Public Instruction and characterizes gifted and talented students. Eleven program standards have been developed by the state education agency and a state advisory council and were field tested in four school districts. The standards concern: a written philosophy of gifted education; written guidelines relating to screening, identification, and placement; written curricula for gifted programs; learning activities based on the curriculum's objectives; provision of a positive atmosphere conducive to learning; procedures for communication among staff and parents of gifted students; procedures for planning educational improvements; use of inservice programs to promote current awareness; established criteria for the employment of teachers for the gifted; continued development of programs for the gifted; and annual program evaluation. An appendix lists screening and evaluation instruments, along with their appropriate ages or grade levels, in the following categories: general intellectual ability, specific academic aptitude/achievement, creative or productive thinking ability, leadership ability and personal skills, visual and performing arts ability, and instruments for culturally different and disadvantaged populations. Other appendices list Delaware speakers bureaus, individual speakers, and places to visit; national journals; and national associations and foundations. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

8562

ED290298

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PROGRAM STANDARDS FOR GIFTED AND TALENTED EDUCATION IN THE STATE OF DELAWARE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard L. Krueger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION

Exceptional Children/Special Programs Division

June, 1986

BEST COPY AVAILABLE

PROGRAM STANDARDS FOR GIFTED AND TALENTED EDUCATION IN THE STATE OF DELAWARE

By MARGARET S. DEE
State Supervisor
Gifted and Talented Programs

THE DELAWARE STATE DEPARTMENT OF PUBLIC INSTRUCTION

WILLIAM B. KEENE, *State Superintendent*

JOHN J. RYAN, *Deputy State Superintendent*

SIDNEY B. COLLISON, *Assistant State Superintendent*
Instructional Services Branch

CARL M. HALTOM, *State Director*
Exceptional Children/Special Programs Division

June, 1986

THE STATE OF DELAWARE IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE OR DENY SERVICES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, AND/OR AGE.

This publication is available in microfiche from the Bureau of Archives and Records, Hall of Records P.O. Box 1401, Dover, Delaware 19903 and printed in the U.S.A.

DOCUMENT NO. 95-01/86/06/01

Delaware State Board of Education

Charles E. Welch
Wilmington
President

Elise Grossman
Wilmington
Vice-president

Donald E. Cielewich
Hockessin

Richard M. Farmer
New Castle

Kenneth V. Hilton
Marabou Meadows

Kent S. Price
Lewes

R. Jefferson Reed
Dover

William B. Keene
Secretary

Officers of the Department of Public Instruction

Townsend Building
P. O. Box 1402
Dover, Delaware 19903

William B. Keene, State Superintendent
John J. Ryan, Deputy State Superintendent
Jack P. Varsalona, Administrative Assistant
Sidney B. Collison, Assistant State Superintendent
Instructional Services Branch
James L. Spartz, Assistant State Superintendent
Administrative Services Branch

ACKNOWLEDGEMENTS

The development of Program Standards for Gifted and Talented Education in the State of Delaware is the result of hours of work by many sincere and dedicated individuals who serve as members of the Statewide Advisory Council on Programs for the Gifted and Talented. Accordingly, recognition and appreciation is expressed to:

Donald Ames .....Red Clay Consolidated School District
Deborah Bates .....Kent County Vo-Tech School District
George Benner .....Caesar Rodney School District
Martha Claverie .....Appoquinimink School District
William Denbrock .....Capital School District
Terry Flood .....Delaware TAG
Arthur Gilbert .....Lake Forest School District
Elizabeth Gilmore .....Laurel School District
Peggy Horton .....Woodbridge School District
Elizabeth Hudson .....Smyrna School District
Maureen J. Ladd .....Colonial School District
Patricia Leary .....Red Clay Consolidated School District
Kay Lewis .....Seaford School District
Kenneth Matthews .....Delmar School District
Corina Montgomery .....Christina School District
Cheryl Morton .....Brandywine School District
Patricia S. Oliphant .....Indian River School District
John Pickett .....New Castle County Vo-Tech Sch. Dist.
Linda Poole .....Red Clay Consolidated School District
James E. Quirk .....Delaware Technical & Community College
Pam Reisenger .....Lake Forest School District
Cathy Richardson .....Red Clay Consolidated School District
Edward Schaefer .....Cape Henlopen School District
Karen Sheldrick .....Delaware State College
Judy B. Spiegel .....Milford School District
Carol Vukelich .....University of Delaware
Melody Young .....Governor's Advisory Council for Exceptional Citizens

FOREWORD

If Delaware students are to reach their potential, they must be provided educational experiences appropriate to their individual abilities. Gifted and talented students are no exception and also require differentiated instructional and program opportunities to meet their needs and to challenge their abilities.

"Program Standards for the Gifted and Talented Education in the State of Delaware" was designed to help educators develop, maintain, and improve programs for the gifted and talented. The standards were developed as a cooperative effort by the Statewide Advisory Council on Programs for the Gifted and Talented, whose members have responsibilities for gifted and talented programs throughout the State, and the staff of the Delaware Department of Public Instruction, Exceptional Children/Special Programs Division. They have been reviewed by the Council of Chief School Officers and the Governor's Advisory Council for Exceptional Citizens.

The standards were field-tested in the Christina, Delmar, Indian River, and Lake Forest School Districts with local administrators and teachers by the State Supervisor of Gifted and Talented Programs. All teachers of the gifted received a draft copy for reaction at their statewide inservice conference. Revisions to the standards resulted from the field tests and input from the groups and individuals mentioned above.

In June 1986, "Program Standards for Gifted and Talented Education in the State of Delaware" were presented to the State Board of Education for approval as guidelines for districts to use in establishing and/or maintaining programs for gifted and talented students and for inclusion in the Delaware School Improvement Review Process.

This document is intended as a vehicle through which the State Board of Education and the Department of Public Instruction reaffirm their commitment to gifted and talented students - the young people who will assume significant roles in leading us into the future.

William B. Keene
State Superintendent

TABLE OF CONTENTS

TOPIC	PAGE
HISTORICAL OVERVIEW	1
DEFINITION	2
GENERAL CHARACTERISTICS OF THE GIFTED AND TALENTED	3
PROGRAM STANDARDS	5
APPENDIX A: PEOPLE AND PLACES RESOURCE LIST	9
APPENDIX B: SCREENING AND EVALUATION INSTRUMENTS	13
APPENDIX C: ASSOCIATIONS, RESOURCES, AND FOUNDATIONS	20
APPENDIX D: NATIONAL JOURNALS/PUBLICATIONS	22

HISTORICAL OVERVIEW

Formal recognition of programs for gifted and talented students in the State of Delaware was achieved with the signing into law of SB 287, as amended by Senate Amendment Number 1, on July 12, 1979.

Section (a) of SB 287 defined the Gifted or Talented Unit, for funding purposes, as "one funding unit for each six hundred (600) enrollees in a school district, grades K through 12 excluding enrollees counted in certified units for handicapped persons. Districts shall qualify for partial funding for a gifted or talented unit for a fractional part of six hundred (600) authorized pupils enrolled."

Section (h) further states that "The introduction and implementation of this unit for funding purposes for Fiscal Year 1980 shall be one-sixth (1/6) of the calculated units (ratio 1/3600). Funding for introduction and implementation of this unit after Fiscal Year 1980 shall be as hereafter provided for by law."

Although the Department of Public Instruction has annually requested increased funding for Gifted and Talented units as a component of the budget preparation and submission process since the passage of SB 287, factors beyond the control of the State Education Agency have impacted upon the General Assembly's ability to honor these requests. Accordingly, the following level of funding represents that which has occurred in Delaware since the 1979-1980 school year (FY '80):

SCHOOL YEAR	G/T FUNDING LEVEL
1979 - 1980	1 per 3600
1980 - 1981	1 per 3000
1981 - 1982	1 per 1800
1982 - 1983	1 per 1800
1983 - 1984	1 per 1500
1984 - 1985	1 per 1500
1985 - 1986	1 per 1200
1986 - 1987	1 per 1200

DEFINITION

Gifted and talented children, identified by professionally qualified persons, are those who by virtue of outstanding abilities are capable of high performance. They require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and to society.

Students who are capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singularly or in combination:

1. General intellectual ability.
2. Specific academic aptitude.
3. Creative or productive thinking.
4. Leadership ability.
5. Visual and performing arts.
6. Psychomotor skills.

GENERAL CHARACTERISITCS OF THE GIFTED AND TALENTED

Within the context of their school and home environments, gifted and talented children present unique and specialized responses and behaviors which differentiate them from peers who are of the same chronological age and the same grade-level placement.

Accordingly, the gifted and talented student is likely to possess some of the following characteristics:

1. Gifted children exhibit verbal precocity by reading with greater comprehension and by exhibiting a more complete understanding of language nuances.

2. Basic skills are mastered more completely, at a faster rate, with less practice required.

3. Gifted children learn to make abstractions beyond their years.

4. They frequently delve into some interest(s) beyond the traditional expectations of childhood.

5. The gifted child will comprehend, with almost total absence of nonverbal cues, implications which need to be clarified for other children.

6. Taking directions independently and assuming responsibility are traits which seem to develop earlier in life than usual and appear to occur almost naturally.

7. Periods of concentration are maintained for longer-than-normal time intervals.

8. Thoughts are expressed readily and are communicated with clarity.

9. Gifted youngsters read widely, quickly, and intensely in one or more areas.

10. The expenditure of a gifted student's energy seems, at times, to be limitless.

11. They manifest creative and original verbal or motor responses.

12. A more complex processing of information is demonstrated when compared to other age-equivalent children.

13. From the perspective of personal relationships, gifted students tend to respond and relate well to peers, parents, teachers, and adults who likewise function easily in the higher-level thinking processes.

14. The gifted child frequently engages in many projects at the same time. If not busily occupied, he or she will actively seek an activity in which to engage.

15. Students who are gifted often possess an innate sense of justice, resulting in a noticeable strength to which other children respond. Therefore, the gifted child frequently assumes positions of leadership.

16. Gifted children may exhibit behaviors like verbal precocity, independence, and limitless energy that may be viewed as negative.*

* Characteristics adapted from:

American Association for Gifted Children. (1978). On Being Gifted. New York: Walker & Company.

Clark, Barbara. (1979). Growing Up Gifted. Columbus, Ohio: Charles E. Merrill Publishing Company.

Gallagher, J.J. (1966). Research Summary on Gifted Child Education. Springfield, Illinois: Office of the Superintendent of Public Instruction.

Gallagher, J.J. (1975). Teaching the Gifted Child (2nd ed.). Boston: Allyn & Bacon.

Martinson, Ruth. (1974). The Identification of the Gifted and Talented. Ventura, California: Office of the Ventura California Superintendent of Schools.

PROGRAM STANDARDS

STANDARD I: THE DISTRICT HAS A STATED WRITTEN PHILOSOPHY OF GIFTED EDUCATION WHICH IS INTERPRETED THROUGH SCHOOLS GOALS.

Components:

A. The district's philosophy is based upon the premise that knowledge is acquired in the context of practical application that is of some value to the students, and its utility is presented to the students.

B. The philosophy and goals are disseminated to all staff members, parents, and students each year.

C. The philosophy and goals are reviewed on a regular basis by staff members, parents, and students to insure that the philosophy reflects community needs and interests.

STANDARD II: THE DISTRICT HAS WRITTEN GUIDELINES RELATING TO SCREENING, IDENTIFICATION, AND PLACEMENT

Components:

A. Screening and/or identification shall include the application of multiple criteria, some of which are standardized group intelligence tests, standardized group achievement tests, teacher recommendations, parent nominations, peer nominations, self-nomination, tests of creativity, professional assessment of student products and/or performance, and cumulative records.

B. In instances where student assessment indicates a marginal posture or special need, individual standardized intelligence tests, achievement tests, and/or other appropriate instruments are applied. Examples of special needs may include, but are not necessarily limited to: (1) students achieving below ability, (2) emotionally, educationally, or physically handicapped students, (3) students who are disadvantaged, and (4) students who are culturally different.

C. Screening and identification procedures are employed on at least an annual basis, with opportunities being provided for transfer and new students to participate in the screening and identification process throughout the school year.

D. Parameters for screening and identification are reviewed annually by members of the gifted support team.

E. Screening and identification guidelines are disseminated annually to all staff members.

STANDARD III: THE DISTRICT HAS WRITTEN CURRICULA WHICH DIFFERENTIATE THE GIFTED PROGRAM(S) AND WHICH CONTAIN INSTRUCTIONAL OBJECTIVES DESIGNED TO MEET IDENTIFIED STUDENT NEEDS.

Components:

A. The curriculum engages students in activities which require higher level thinking skills (interpretation, application, analysis, synthesis, and evaluation).

B. The curriculum is interdisciplinary and global in nature.

C. The curriculum is flexible, allowing for diverse student experiences.

D. The curriculum allows students to pursue their individual interests and stimulates them in the development of new interests or fields of study.

E. The curriculum fosters creativity and specific problem-solving approaches and activities.

STANDARD IV: LEARNING ACTIVITIES ARE DESIGNED TO ACCOMPLISH THE INSTRUCTIONAL OBJECTIVES OF THE GIFTED CURRICULUM.

Components:

A. Activities and instruction are adapted to student learning styles, using a wide variety of methods and materials designed to promote productive thinking, learning concepts and generalizations, and complex thinking.

B. Activities are both competitive and cooperative, reflecting an appropriate balance of each.

STANDARD V: THE MANAGEMENT AND CLIMATE/ATMOSPHERE OF CLASSROOMS AND OTHER INSTRUCTIONAL AREAS IS CONDUCIVE TO LEARNING AND POSITIVE HUMAN INTERACTION.

Components:

A. The classroom climate affirms diversity; individual differences are positively valued.

B. The classroom climate conveys to students that learning is valued and intelligence/talents are respected.

STANDARD VI: THE DISTRICT HAS ESTABLISHED PROCEDURES FOR COMMUNICATION AMONG THE COORDINATORS OF GIFTED PROGRAMS, TEACHERS OF THE GIFTED, STAFF MEMBERS, AND PARENTS OF GIFTED STUDENTS.

Components

A. Established communication procedures are followed.

B. The procedure allows for communication in a variety of ways on a continuing basis, including such things as written media, review meetings, informal discussions, inservice training, joint-effort projects, and newsletters.

STANDARD VII: THE DISTRICT PROVIDES AN OPPORTUNITY FOR ONGOING, SYSTEMATIC PLANNING, SUPPORTED BY PROGRAM STAFF, WHICH IDENTIFIES AND IMPLEMENTS PRIORITIES FOR IMPROVEMENT THROUGH INSERVICE.

Components:

A. The district has established procedures for program planning and improvement.

B. The program and teaching staff can explain the process for determining ongoing planning.

C. The program supervisory and teaching staff can identify current priorities for improvement.

D. Staff members can explain their roles in implementing planned program priorities.

E. Program staff receive continuing inservice opportunities oriented towards implementing planned program priorities.

STANDARD VIII: THE DISTRICT PROVIDES OPPORTUNITIES FOR ALL PERSONNEL (TEACHERS OF THE GIFTED, REGULAR CLASSROOM TEACHERS, GUIDANCE COUNSELORS, PRINCIPALS, ETC.) TO ACQUIRE CURRENT INFORMATION ON IDENTIFIED TOPICS RELEVANT TO IMPROVING EACH GROUP'S ABILITY TO MEET THE NEEDS OF GIFTED AND TALENTED CHILDREN.

Components:

A. The inservice program promotes professional growth opportunities for all district personnel who work with gifted and talented children.

B. The inservice program includes a needs assessment component.

C. There is a direct match between the identified needs and the planned inservice opportunities.

D. All provided inservice opportunities are evaluated by the participants.

STANDARD IX: THE DISTRICT HAS ESTABLISHED CRITERIA FOR THE EMPLOYMENT OF TEACHERS OF THE GIFTED AND TALENTED.

Components:

A. The teachers assigned to provide services to the gifted and talented have received State certification.

B. There is a written job description for teachers of the gifted.

STANDARD X: THE DISTRICT, WITH APPROPRIATE SUPPORT FROM THE DEPARTMENT OF PUBLIC INSTRUCTION, ASSUMES ROLES WHICH SUSTAIN THE CONTINUED DEVELOPMENT AND REFINEMENT OF PROGRAMS FOR GIFTED AND TALENTED STUDENTS.

Components

A. The district has established a gifted education support team to include any or all of the following: teachers of the gifted, regular education teachers, school psychologists, counselors, librarians, administrators, parents or others as may be considered appropriate.

B. The responsibilities and duties of the gifted support team are clearly stated in writing.

C. Roles for individual members of the gifted support team have been clearly identified.

D. There is documentation to substantiate the goal-directed performance of the gifted education support team with respect to the local school district's effort to develop and refine programs for the gifted and talented, including the identification and utilization of resources.

E. The district has established a viable, operating communication network between the gifted education support team and appropriate DPI staff.

STANDARD XI: THE DISTRICT UTILIZES ASSESSMENT TOOLS WHICH ARE APPROPRIATE FOR ANNUAL PROGRAM EVALUATION.

Components:

A. The assessment tools provide the necessary information to evaluate program effectiveness.

B. Administrators, teachers, parents and students are involved in the assessment process.

C. Evidence is available which documents program change resulting from the analysis and implementation of assessment data.

A P P E N D I X A

PEOPLE AND PLACES RESOURCE LIST

A. Contact Bureaus

1. Educational Resources Association (E.R.A.)
   Newark - 454-2425 Dover - 736-4561
   A contact bureau for any type of speaker or field trip.

2. Delaware State Police - 736-5961
   Various topics covered, from computers, toxicology, and investigative work to SCUBA diving and others.

3. Dover Air Force Base Speakers Bureau - 678-6881
   Various topics covered, from engineers, law enforcement, dentists, lawyers, conservationists, to pilots and others.

B. Speakers

1. Marine Science - Les Picker - 451-6140
   University of Delaware - Project COAST

2. Engineering - Kevin Burdette - 337-8254
   Delmarva Drilling, Bridgeville, DE

3. Inventions - Riley Lohr - (215) 269-6012
   Downingtown, PA

4. Archaeology - Francis Lewis - 337-7060
   Bridgeville, DE

5. Photography, Marketing, Drug Abuse, Goals, Comparative Religion
   Jody Hudson - 856-0088
   P.O. Box 412, Lewes, DE 19958

6. Sussex History - Richard Carter - 856-7701, Ex. 361
   Georgetown, DE

7. Historic Wilmington - Carole Bigelow - 429-4349
   Harlan Elementary School, Brandywine

8. 17th Century "Living History" - Richard Van Gelder
   1709 Emerson Avenue, Salisbury, MD
   Contact through Leach Van Gelder - 629-9796

9. Rocket Engines - Mr. Thickel
   Elkton, MD. Contact through John Skibs or Drew Yeager
   454-2102

C. Places to Visit

1. Agriculture and Nature

a. Delaware Agriculture Museum - 734-1618
866 N. duPont Highway, Dover, DE

b. Delaware Museum of Natural History - 652-7600
Kenneth Pike, Greenville, Wilmington

c. Cypress Swamp - 378-2736 or 834-1332
Delaware Wild Lands, Inc.
Selbyville, DE

d. Abbotts Mill Nature Center
Rob McKim - 422-0847
Milford, DE

e. Ashland Nature Center - DNES - 239-2334
Brackenville and Barley Mill Roads.

f. Mt. Cuba Botanical Park - 239-4244
Greenville, Wilmington

g. Bombay Hook - 653-9345
Smyrna, DE

h. Brandywine Creek Nature Center - 655-5740

i. Whale Wallow Nature Center - 836-1724
Delaware City, DE

j. Department of Natural Resources - 736-4413
Recreation Department
James W. O'Neill

2. Aircraft

a. Silver Hills Museum - Contact Drew Yeager - 454-2102
Restoration of old aircraft for Air and Space Museum

b. B-17, Shoo-Shoo Baby Restoration - 678-6520
Dover Air Force Base

3. Art

a. Brandywine River Museum - (215) 388-7601
Routes 1 and 100, Chadds Ford, PA

b. Brick Hotel Gallery of American Arts - 378-4069
Second and Main Streets, Odessa

c. Delaware Art Museum - 571-9590
2301 Kentmore Parkway, Wilmington
Tours and workshops for students - 571-9594

d. Salisbury State Art Department - Dr. Kent Kimmel
Salisbury, MD 21801
Students have a chance to participate.

4. Astronomy

a. Mt. Cuba Observatory - Bert Wade - 654-6407
Greenville, Wilmington

b. Delaware State Observatory - Dr. Helman - 736-4960
Rt. 13, Dover, DE

5. History

a. Island Field Museum - 335-5395
South Bowers Beach
Preservation of an Indian burial site.

b. Nanticoke Indian Museum - Chuck Clark - 945-3400
Sussex County

c. Allee House - 736-4266
Bombay Hook, Smyrna

d. Buena Vista - 323-4430
Rt. 13, New Castle

e. Delaware State Museum - 736-4266
Governor's Avenue, Dover

f. Fort Christina - 736-4266

g. John Dickinson Mansion - 736-4266
Dover, De

h. Octagonal School House - 736-4266
Rt. 9, Dover, DE

i. Old Courthouse - 323-4453
New Castle, DE

j. Old State House - 736-4266
The Green, Dover, DE

k. Prince George's Chapel - 645-9418
Dagsboro, DE

l. Visitor Center - 736-4266
Dover, DE

m. Zwaanendael Museum - 645-9418
Lewes, DE

n. Fort Delaware - 834-7941
Delaware City, DE

o. Rockwood Museum - 571-7776
610 Shipley Road, N.R. Washington Ext., Wilmington
A Victorian mansion.

p. Robinson House - Mrs. J. Bartley - 366-8399
Newark, DE
Historic home from 1740's. Washington, Lafayette, "Mad" Anthony Wayne & Caesar Rodney all visited here.

q. Nutter Marvel Carriage Museum - 856-6163
Georgetown, DE

r. Wilson-Warner House - 378-2249
Main Street, Odessa
Built in 1769, also has a "skimming shack" on the grounds.

s. Brandywine Battlefield Museum - 388-1134
Rt. 1, Chadds Ford, PA

t. C & D Canal Waterwheel and Pumphouse Museum - 1-301-885-5622
Chesapeake City, MD

u. Hagley Museum and Eleutherian Mills - 658-2400
Barley Mill Road, Greenville

6. Science

a. Marine Science Consortium
Wallops Island, VA
Day, overnight and longer study groups for grades 7-12 and older.

b. University of Delaware College of Marine Studies - 645-4000
Bill Hall or Andy Manus
Pilot Town Road
Lewes, DE

c. Hewlett-Packard - (215) 268-2281
Dolores Reid

d. Children's Beach House
Executive Offices - 655-4288
Lewes Facility - 645-9184

e. Cape Henlopen State Park - 645-8983
Seaside Nature Center - 645-6852

APPENDIX B

SCREENING AND EVALUATION INSTRUMENTS

GENERAL INTELLECTUAL ABILITY

Name of Test Company or Corporation	Ages	(or)	Grade Levels
Group Administration			
California Test of Mental Maturity McGraw Hill			K-16
Cattell Culture-Fair Intelligence Series Bobbs-Merrill Company, Inc.	8-14 yrs., Scale 2 14-Adult, Scale 3		
Cognitive Abilities Test Houghton Mifflin Company			K-1, 2-3, 3-12
Henmon Nelson Tests of Mental Ability Houghton Mifflin Company			K-2, 3-6, 6-9, 9-12
Kuhlman-Anderson Test Personnel Press			5-7, 7-9, 9-12
Lorge Thorndike Intelligence Tests Houghton Mifflin Company			3-13
Metropolitan Readiness Test Psychological Corporation	3-6 years		
McCarthy Scales of Children's Abilities	2-8 years		
Otis-Lennon Mental Ability Test Harcourt, Brace & Jovanovich			K-12
Pictorial Test of Intelligence Houghton-Mifflin	2.5-8.5 years		
Ross Test of Higher Cognitive Processes Academic Therapy Publications			4-6
Scales for Rating the Behavioral Characteristics of Superior Students Creative Learning Press, Inc.			K-12

GENERAL INTELLECTUAL ABILITY (continued)

Name of Test Company or Corporation	Ages	(or)	Grade Levels
SOI Gifted Screening Form SOI Institute			2-12
SOI Learning Abilities Test, 1975 SOI Institute			2-12
Individual Administration			
Cattell Infant Intelligence Scale Preschool	3-30 months		Preschool
Concept Assessment Kit - Conservation Educational and Industrial Testing Service			K-3
Detroit Tests of Learning Aptitude Bobbs-Merrill Company, Inc.	3 years-Adult		
Kauffman Assessment Test for Children American Guidance Service			
Leiter International Performance Scale Arthur Adaptation	3-8 years		
Slossen Intelligence Test for Children and Adults, 2nd Edition (SIT) Slossen Educational Publications, Inc.	Infant-Adult		
Stanford-Binet Intelligence Scale Riverside Publishing Co.	2 years-Adult		
Vane Kindergarten Test Clinical Psychology Publishing Company, Inc.	4-6 years		
Wechsler Preschool and Primary Scale of Intelligence (WPPSI) Psychological Corporation	4-6.5 years		
Wechsler Intelligence Scale for Children, Revised (WISC-R) Psychological Corporation	5-15 years		
Wechsler Adult Intelligence Scale (WAIS) Psychological Corporation	16 years & over		

SPECIFIC ACADEMIC APTITUDE/ACHIEVEMENT

Name of Test Company or Corporation	Ages	(or)	Grade Levels
Comprehensive Test of Basic Skills CTB/McGraw Hill			All grade levels
California Achievment Tests CTB/McGraw Hill			All grade levels
Iowa Tests of Basic Skills Houghton Mifflin Company			All grade levels
Metropolitan Achievement Tests Harcourt, Brace and Jovanovich			All grade levels
Peabody Individual Achievement Test American Guidance Service			K-12
Scholastic Aptitude Test Educational Testing Service			7-12
SRA Achievement Series Science Research Associates, Inc.			1-9
Stanford Achievement Test Harcourt, Brace and Javanovich			1.5-9
Test of Cognitive Skills CTB/McGraw Hill			2-12

CREATIVE OR PRODUCTIVE THINKING ABILITY

Name of Test Company or Corporation	Ages	(or)	Grade Levels
Creativity Tests for Children Sheridan Psych. Services, Inc.			4-6
Group Inventory for Finding Creative Talent (G.I.F.T.) Educational Assessment Services, Inc.			K-2, 3-4, 5-6
Guilford Creativity Tests for Children Sheridan Psych, Services, Inc.			4-6
Mooney Problem Checklist Psychological Corporation			7-9, 9-12

CREATIVE OR PRODUCTIVE THINKING ABILITY (continued)

Name of Test Company or Corporation	Ages	(or)	Grade Levels
SOI Gifted Screening Form SOI Institute			2-12
SOI Learning Abilities Test SOI Institute			2-12
Thinking Creatively with Sounds and Words (TCSW) Scholastic Testing Service, Inc.	8-Adult		
Torrance Tests of Creative Thinking-Verbal Scholastic Testing Service, Inc.			K-graduate school
Torrance Tests of Creative Thinking-Figural Scholastic Testing Service, Inc.			K-graduate school

LEADERSHIP ABILITY AND PERSONAL SKILLS

Name of Test Company or Corporation	Ages	(or)	Grade Levels
Alpha Biographical Inventory Institute for Behavioral Research in Creativity, Salt Lake City, Utah			9-12
Children's Personality Questionnaire Institute for Personality and Ability Testing	8-12 years		
Early School Personality Questionnaire (ESPQ) Institute for Personality and Ability Testing--1602-04 Coronado Drive Champaign, Illinois (Copy 1966)			1-3
Hanson-Silver Learning Preference Inventory Hanson-Silver Associates			1-12
How Do You Really Feel About Yourself? (HDYRFAY?) Frank Williams 3760 Dallas Road, N.W. Salem, Oregon 97304			4-12

LEADERSHIP ABILITY AND PERSONAL SKILLS (continued)

Name of Test Company or Corporation	Ages	(or)	Grade Levels
Junior-Senior High School Personality Questionnaire (HSPQ) Cattell and Porter Institute for Personality and Ability Testing			7-12
Personality Rating Scale Educators and Employers Tests and Services Associates			4-12
The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) Counselor Recordings and Tests Box 6184 Acklen Station Nashville, Tennessee 37212 Manual $1.00; Test Booklets (non-reusable) 1-99 - 23¢ each, 100+ - 20¢ each - copyright 1969			5-12
School Attitude Test McCallon Learning Concepts 2501 N. Lamar Austin, Texas 78705			Elem.
The Self-Concept and Motivation Inventory (SCAMIN) What Face Would You Wear? Person-O-Metric, Inc. Evaluation and Development Services 20504 Williamsburg Road Dearborn Heights, Michigan 48127 Copyright 1968		(early elementary form) (intermediate form)	1-3 5-12
Self Esteem Inventory (SEI) Coopersmith at the University of California at Davis			5-12
Modified SEI			1-4
The Tennessee Self-Concept Scale (TSCS) Counselor Recordings and Tests Specimen Sets - $1.50			5-12

VISUAL AND PERFORMING ARTS ABILITY

Name of Test Company or Corporation	Ages (or)	Grade Levels
Barron Welsch Art Scale Consulting Psychologists Press, Inc.	6 years & over	
Design Judgment Test Psychological Corporation		7-12+
Horn Art Aptitude Inventory Stoelting Company		9-12+
Iowa Tests of Music Literacy Bureau of Educational Research and Service		4-12
Meier Art Judgment Tests Stoelting Company		7-Adult
Meier Aesthetic Perception Test Stoelting Company		9-12
Musical Aptitude Profile Riverside Publishing Company		4-12
Torrance Tests of Creative Thinking-Figural Scholastic Testing Service, Inc.		1-12
Seashore Measure of Musical Talents Psychological Corporation		4-12

INSTRUMENTS FOR CULTURALLY DIFFERENT AND DISADVANTAGED POPULATIONS

Name of Test Company or Corporation	Ages (or)	Grade Levels
Arthur Point Scale	4 years - Adult	
Cartoon Conservation Scales Linguametric Group		K-6
Cattell Culture Fair Intelligence Series Bobbs-Merrill Company, Inc.	8-Adult	
Columbia Mental Maturity Scale (Requires no verbal response - minimal motor response)	2.5-16.2 years	

INSTRUMENTS FOR CULTURALLY DIFFERENT AND DISADVANTAGED POPULATIONS (cont.)

Name of Test Company or Corporation	Ages	(or)	Grade Levels
Comprehensive Test of Basic Skills S & T McGraw-Hill			K-12
Cooperative Preschool Inventory Cooperative Tests and Service	3-6 years		
Goodenough-Harris Drawing Test Psychological Corporation	3.2-13 years		
Ravens Progressive Matrices	5-11 years (1947) 8-65 years (1938)		

APPENDIX C

ASSOCIATIONS, RESOURCES, AND FOUNDATIONS

American Association for Gifted Children
15 Grammercy Park
New York, New York 10003

Creative Education Foundation, Inc.
State University College at Buffalo
Chase Hall
1300 Elmwood Avenue
Buffalo, New York 14222

ERIC Clearinghouse on the Gifted and Talented
and The Association for the Gifted (TAG)
Council of Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Gifted Education Resource Center
John Feldhusen, Director
Purdue University SCC-6
West Lafayette, IN 47907

Institute of Behavioral
Research in Creativity
1417 South 11th Street, East
Salt Lake City, Utah 84105

Mensa, Gifted Children Program
c/o Roxanne H. Cramer
5304 1st Pl., N.
Arlington, Virginia 22203

National Association for Gifted Children
Joyce Juntune, Director
4175 Lovell Road, Box 30, Suite 140
Circle Pines, MN 55014

National Association of State Boards
of Education
Council of State Directors of Programs
for the Gifted
Suite 340
701 N. Fairfax St.
Alexandria, Virginia 22314

APPENDIX C

ASSOCIATIONS, RESOURCES, AND FOUNDATIONS
(continued)

National Clearinghouse for Gifted Education Resources
E. Susanne Richert, Director
Box 209, 207 Delsea Drive
Sewell, New Jersey 08080

National Coalition for Gifted Education Associations
George Fichter, Director
Ohio Department of Education
933 High Street
Worthington, OH 43085

National/State Leadership Training
Institute on the Gifted and Talented
Irving Sato, Director
Civic Center Tower Building
316 W. 2nd Street, Suite PH-C
Los Angeles, California 90012

The SOI Institute
Mary Meeker, Director
343 Richmond Street
El Segundo, California 90245

Torrance Center for Creative Studies
Mary Frasier, Director
Department of Ed. Psychology
422 Aderhold Hall
University of Georgia
Athens, Georgia 30602

The World Council for Gifted & Talented
Children, Inc.
Milton J. Gold, Executive Secretary
Box 218, Teachers College
Columbia University
New York, New York 10027

APPENDIX D

NATIONAL JOURNALS/PUBLICATIONS

Challenge
Good Apple, Inc.
Box 299
Carthage, IL 62321-0299

G/C/T
Box 66654
Mobile, Alabama 36606

Gifted Children Monthly
Box 115
Sewell, New Jersey 08080

Gifted Child Quarterly
a publication of NAGC
4175 Lovell Road
Box 30, Suite 140
Circle Pines, MN 55014

Journal of Creative Behavior
State College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Journal of Education of the Gifted
a publication of TAG
1920 Association Drive
Reston, Virginia 22091

Potential Learning Magazine
530 University Avenue
Palo Alto, California 94301

Roeper Review
A Journal of Gifted Education
2190 N. Woodward
Bloomfield Hills, Michigan 48013